Carissa Quinones

October 11, 2012

EDT 514

Digital Video-Learning Activity 4

### Description:

During this activity, students will be taking the information they complied in activities one and two, and using their story map and narration plan to create a digital video documenting travel to a Spanish-speaking country. Students will be creating the video with pictures that they have gathered. They will be using Audacity to create voice narration, and they will transcribe Spanish in the form of captions on their pictures. Students will be working with the partners they were initially paired with in activity one. Students will be completing this activity in the media computer lab. Prior to creating their digital video, I will demonstrate to students how to use the program. For example, I will show them how to add pictures, and choose transitions. I will also demonstrate how to use [www.freeplay.com](http://www.freeplay.com) to find background music for their video and how to use Audacity to record voice narration while playing the background music. During learning activity one, I discussed with students the importance of citing their resources. Students need to know how to discuss traveling in the target language; they also need to know how to use the present progressive tense of the verb. Prior to the actual creation of the video, students have participated in activities where they have gathered the research, materials (pictures) and information they need to create the video. Students have also participated in a story mapping activity through which they planned their video and narration. This activity is the last step and puts together all of their learning.

### Learning Objectives:

The learner will create a digital video in the target language where they describe a trip to a Spanish-speaking country in “real time” using the present progressive tense.

The learner will record voice narration in Spanish describing travel to a Spanish-speaking country.

### Technology Integration:

Technology has allowed the learners to experience so much content that they would not have been able to experience otherwise. Technology has been an ongoing part of this unit plan. It has allowed student groups to virtually experience travel, to learn about culture and history, and to demonstrate their learning through their production. Giving the students the opportunity to author and own a piece of technology really gives them a sense of accomplishment, and makes the learning rigorous and relevant solidifying the content.

### Standards:

1. Content standards that will be covered during this unit include:

* Communication Standard 1.1 Interpersonal- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
* Communication Standard 1.2 Interpretive- Students understand and interpret written and spoken language on a variety of topics.
* Communication Standard 1.3 Presentational- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
* Cultures Standard 2.1 – Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
* Connections Standard 3.1-Students reinforce and further their knowledge of other disciplines through the foreign language.
* Comparisons Standard 4.1-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
* Communities Standard 5.1-Students use the language both within and beyond the school setting.

1. Technology Standards that will be covered during this unit.

* Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
* Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
* Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
* Digital Citizenship- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
* Technology Operations and Concepts -Students demonstrate a sound understanding of technology concepts, systems, and operations.

### Student Prior Knowledge:

Student prior knowledge has been assessed throughout the entire unit. For this particular activity, I really need to know if there are some technologically savvy students that already know how to create a digital video. I will quickly poll the students to see who has used the software (Windows Movie Maker). Having the students complete a story map and narration plan in the previous activity, really prepares them to successful with this activity. We might run into technological hiccups but the students shouldn’t have any other struggles because they have been well prepared.

### Content Knowledge:

As I have stated in previous activities, I have traveled to a Spanish-speaking country. I know how to use the language and especially how to use the present-progressive. I am very familiar with the vocabulary that the students are going to use.

### Pedagogical Knowledge:

Modeling is very important for this activity. Students will need to see examples of the language in context and hear these examples. Students will also have to see examples of creating a digital video and how to add pictures, captions, and narration. Prior to completing this activity students will complete several listening, speaking, reading, and writing activities where they use the target vocabulary and grammar. Giving students a variety of activities and opportunities to practice the vocabulary and grammar is important to ensuring that they have command over it. We want the narration in the videos to be comprehensible.

### Technology Knowledge:

I know how to create digital videos. I have created digital videos, and a tutorial on creating digital videos. I also have used Audacity for my personal use, and for recording my students speaking Spanish. I know the tools that I am going to be using very well. I think it is important for the instructor to know the tools they plan on having their students use, and it is important that they have examples to show the students. Without examples, it is difficult for many students to produce the final product.

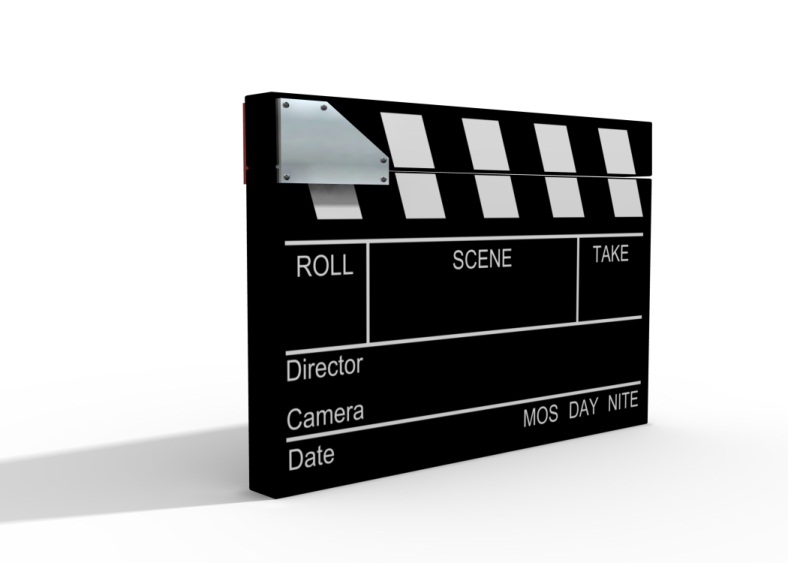
### TPACK Analysis:

Teaching this particular content through this particular pedagogy and using this particular technology allows me as the instructor to become a facilitator in the student learning process. Using the technology make the project more interesting to students, the fact that they have to complete the assignment in a foreign language ensures the rigor of the assignment. Students need learning to be rigorous and relevant. If learning is not meaningful they often forget it quickly. Since my goal is to have them communicating in Spanish and becoming life-long learners, I do not want them to forget the vocabulary or grammar structures. My students really enjoy the videos they see on YouTube and I think that they will enjoy making a video of their own. Allowing students to create with technology gives them a sense of authorship and accountability. They are more likely to take the assignment seriously and put their best foot forward if they know that the final product will be tangible and can be published for eyes other than the teachers’.

### Assessment:

Students will be assessed on their participation in the activity. Each student partner must have an equal part in the creation of the video and narration. I will know that my students have met the learning objectives when they are able to demonstrate the ability to use the target language to describe traveling to a Spanish-speaking country in “real time” by using the present progressive. The digital video will be assessed as the final product of this learning unit. **See student instructions and rubric for more information.**

Digital Video and Voice Narration

Lights, camera, action! It is time to create your digital video. Using the information you gathered in learning activities one and two, and your story map from learning activity three, you will create your digital “travel blog” video. Document your trip by sharing with us what you are doing every step of the way. Do not forget to use vocabulary from chapter one and the present progressive. (Your narration should be on your story map so all you should have to do is put it together digitally). You will be creating your video using Windows Movie Maker. When you are finished adding all of your photos, transitions, and captions you must record your narration in Spanish. Each student must narrate the video equally. You will use Audacity to record your narration. Visit [www.freeplay.com](http://www.freeplay.com) when you are ready to begin recording so you can select background music without violating copyright laws! Don’t worry, I will show you how to save your music, import it into Audacity, record your voice on it, and export it so it can be used in your video. You will need to time your transitions and slide durations to match your narration. Once you have imported your narration into your digital movie you will be ready to save and publish it. Remember you must name your country, talk about your travel on the airplane, mention where you are staying, what you will be eating, what type of currency you will be using, and three places of historical or cultural interest that you will visit. I will walk you through all the steps! Your digital video will be worth 60 points and graded on the following:

Rubric for Digital Video and Audio

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Excellent | Good | Fair/Poor |
| Use of Vocabulary  (Evident in the audio and captions) | Vocabulary from chapter one on airplane travel was used effectively to communicate in your video. There were no mistakes or a few mistakes that did not impede comprehension.  10 9 | Vocabulary from chapter one was used but not extensively. There were some mistakes that began to impede comprehension.  8 7 6 | Vocabulary from chapter one was neglected or there were so many mistakes that the video was incomprehensible.  5 4 3 2 1 |
| Use of Grammar  (Evident in audio and captions) | The present progressive tense was used appropriately throughout the video. There were little or no mistakes.  10 9 | The present progressive tense was used appropriately most of the time. There were some mistakes.  8 7 6 | The present progressive tense was used infrequently or not used at all. There were many mistakes.  5 4 3 2 1 |
| Content of the Video  (Depicted by pictures) | The video contains all require content (the country, airplane travel, place you stayed, currency, food and three places of historical or cultural interest).  10 9 | The video contains most of the required content (the country, airplane travel, place you stayed, currency, food and three places of historical or cultural interest).  8 7 6 | The video barely contains the required content (the country, air plane travel, place you stayed, currency, food and three places of historical or cultural interest).  5 4 3 2 1 |
| Quality of the Narration | The narration is clear and pronunciation is fluent or near fluent.  10 9 | The narration is mostly clear. There may be some mistakes in pronunciation  8 7 6 | The narration is not clear. There are many mistakes in pronunciation.  5 4 3 2 1 |
| Timing | The timing of the pictures and transitions matches the narration.  10 9 | The timing of the pictures and transitions matches the narration most of the time.  8 7 6 | The timing of the pictures and the transitions do not match the narration.  5 4 3 2 1 |
| Participation | All group members participated equally.  A credit slide is included with resources.  10 9 | Both members participated. One participated more than the other. A credit slide is included with resources.  8 7 6 | Both members did not participate or only one member did all the work resulting in a split grade for participation. A credit slide is included with some resources.    5 4 3 2 1 |

Teacher Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_